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# Constructive Outlook for Education

By

VIERLING KERSEY, *Superintendent of Public Instruction*

Education this year faces many new and perplexing problems. Their solution demands clear vision and vigorous effort from all members of the educational profession. The economic situation which has resulted in decreased school budgets, reduced teachers' salaries, and curtailed educational programs has seriously threatened to weaken the effectiveness of our educational system and to endanger the continuance of an undiminished educational service to today's generation of school children. In considering the effects of the economic situation which are thus far apparent, two alternatives appear as a probable result. We are continually asking ourselves these two questions concerning the future of education:

- a. Is education to suffer so seriously from the present economic depression that the boys and girls of the present generation will be forced to forego the educational advantages developed over a long period of years and which the American people have accepted as a birthright of every child?, or
- b. Do the vast majority of people have sufficient faith in public education as a necessary institution of democracy essential to the realization of the democratic ideal of equality of opportunity for all, and as a safeguard for the preservation of the democratic institutions and ideals developed during a century and a half of progress, to demand that our schools shall not suffer?

What is the future of education? Which of the two above alternatives seems most likely? Undoubtedly education has suffered by reason of our current economic condition and will continue to suffer to some extent during the coming year. On the other hand, there is every reason to believe that the American public in its endeavor to decrease governmental expenditures to a point consistent with its ability to pay, will not allow educational programs to be so far curtailed that the educational opportunities of their children are endangered. There is ample evidence to show that it is the desire of the public to continue to maintain a system of public schools with high educational standards. It is confidently believed that this wish of the people will prevail over tendencies to jeopardize educational programs and that the schools will continue to serve the best interests of our children. Several of the more significant facts which lead to this conclusion are treated in the following paragraphs:

1. The membership of the educational profession is dedicated to the service of the boys and girls in our schools. This spirit of service has been maintained in the face of drastic salary reductions and in the face of adverse attitudes prominently displayed by those who are not well disposed toward public education. The great body of teachers in this state has not become embittered by reason of conditions affecting it adversely. They have given assurance that they will continue to serve in the same fine manner in which they have served in the past. While increased teacher loads and reduced expenditures for equipment and supplies essential to the most effective instruction will operate to decrease efficiency, the teaching personnel will do everything within its power to maintain undiminished the high standard of educational offering which has been characteristic of California's public school system.

2. The public looks with disfavor upon any attempt to curtail school programs. While the necessity for reducing public expenditures has led to attacks on specific educational activities and occasionally to their temporary abandonment, no genuine desire on the part of the public to curtail school programs has been observed. The public wants good schools and will insist upon their being maintained. Already expression of this attitude has been made by the public in many quarters. The public is not convinced that the schools have been grossly and wantonly careless and extravagant in expending the people's money for education.

3. There exists an attitude of friendliness and a spirit of cooperation between the school and the public. Activities of the schools for the past several years have led to an intelligent understanding of the nature and purposes of modern education on the part of the public. The school has responded to public demands for an educational program better suited to the needs of modern civilization and a complex social order. The school has rapidly assumed additional responsibilities for the purpose of better serving a system characterized by ever-increasing change. This mutual endeavor on the part of educators and the public at large to establish an educational system which will keep pace with our changing civilization, the responsiveness of the school to new demands and needs of society, and the effective manner in which such needs have been met, contribute to making our public school system an indispensable agent of society. The difficult times brought about by the economic depression serve to emphasize the necessity for maintaining a system of public education suited to the demands of modern civilization.

4. The present critical attitude on the part of the public toward certain curriculum offerings and school procedures is not discouraging.

Members of the educational profession are continually evaluating all phases of the educational program in an endeavor toward progressive improvement. The disposition of the public to question the values of specific school activities will serve to stimulate increased effort on the part of the profession to a critical analysis and evaluation of educational practices. This questioning attitude shared by the public and educators alike promises to contribute materially to the development of an educational program better suited to the needs of our social order.

5. The state can afford the cost of maintaining adequate schools and high standards of education. Our resources are sufficient, if properly harnessed, for the adequate support of our public school system. It is true that under present methods of school support which impose excessive tax burdens on real property, many local communities are finding it impossible to support an adequate school program. As a result many school children are deprived of the educational opportunities of a type and standard which the state as a whole wishes for its children. Under a revised system of state school support whereby the total cost of education would be distributed equitably upon all the wealth of the state, the costs involved can well be afforded. Such a plan would involve a revised state tax system, a materially larger share of the total cost of education to be paid by the state, and the apportionment of state school funds on an equalization basis. This program would result in a material reduction in school taxes now paid on real estate. A careful analysis of the necessary costs of education and of the total state resources which might be made available for their support convinces us that an intelligent and equitable plan of state taxation and apportionment of school moneys will enable us to provide satisfactory educational opportunities for all the children of the state.

The National Education Association met in annual convention this year in Atlantic City, June 26 to July 2. The theme of this convention was "Looking Ahead in Education." Leaders from all parts of the country representing the best thought of the educational profession contributed to the development of this theme. The following excerpts from addresses delivered to the convention will illustrate a constructive outlook for education:

"Our present task must be met with unselfishness, cooperation, and confidence, confidence that the means of solution are within reach of this generation as they have been in the reach of past generations, and confidence that we have today and right in our own midst, the insight, consecration, and altruism to work faithfully to an ultimate solution. Education has its part to do and education has its own equipment,

discipline, and vision to do that part. Education, too, is imbued with the conviction that its part is only a part and must synchronize with other parts. *Training for character and appreciation should be the educational emphasis of the immediate future.* A new spirit of cooperation and service should be imbued with the old virtues of honesty, consideration of the rights of others, industry—all of which are essential to the perpetuation of a worthy citizenship.”—*Henry Lester Smith* in keynote address of convention.

“Character is the major outcome of education.”

“All activities of the school should contribute to the habits and attitudes which manifest themselves through integrity in private life, law observance and intelligent participation in civic affairs.”

“Children should be taught how, to think more than what to think.”

“Education should prepare the rising generation to meet the social and economic problems of an ever-changing world.”—From the platform of the National Education Association.

“The hope of America today is the increased maintenance of education. There is no price too high to pay for education. There is no penalty too great to pay for ignorance.”—*Aaron Sapiro*, New York City.

“The United States is able to support education, but the difficulty is with our system of taxation which in many instances is not geared to the present economic order. . . . No locality can hope to support its own schools on local property tax. It is necessary to set up state taxation to be returned to the communities.”—*George D. Strayer*, Teachers College, Columbia University.

“The big problem for school administrators is the reshaping and redirecting of state educational systems. The greatest single weakness in educational administration is the failure on the part of the states to assume the responsibility of providing revenues for education.”—*William C. Cook*, State Superintendent, West Virginia.

“There is no oversupply of good citizens but rather an increasing need for the product which the schools can turn out.”—*Milton C. Potter*, Milwaukee, Wisconsin.

“Education for leisure will rapidly and in the near future become more important than education for labor.”—*James Edward Rogers*, National Commission on Enrichment of Adult Life.

## A Message From Mexico

The State Superintendent of Public Instruction is in receipt of a translation of a communication which was received by United States Commissioner of Education, William John Cooper, on Good Will Day from a school in Mexico speaking for the children of Mexico. The message is as follows:

The pupils of the School 16-4 "Rafaela, Suarez," constituting themselves the mouthpiece of all Mexican children, are happy on this eighteenth day of May because the opportunity presents itself to manifest, with all enthusiasm, their most sincere friendliness toward all the children of your great and progressive country. Therefore, dear comrades of the United States, accept herewith our most fraternal greetings and our sincere wishes that in the near future, we, the children of the world, in the close embrace of brotherhood, shall establish universal peace.

For the Mexican children

The Commission of the School

We ask as a favor that this message be transcribed for all the schools of the country.

(Signed)

Rolando N. Cortefa  
Alicia Campos  
Bertha Marquez  
Rodolfo del Rosal

Isaura Contreras  
Luz Magorga  
Gulietta G.  
Margarita Bagatella

Celio Contreras  
Carmen Santibanez  
Elina Rivera  
Guilleomina Rossano



# Departmental Communications

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## Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

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### CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION

The State Department of Education announces a new publication to be issued quarterly in the months of August, November, February, and May, and known as the *California Journal of Elementary Education*. This journal will be devoted primarily to articles dealing with problems of organization, administration, supervision, and instruction in the elementary school. The purpose of this journal is to provide a new service for California educators charged with responsibilities of administration and supervision in the elementary schools and through this means aid in furthering the progress of elementary education in the state.

The journal will be distributed free of charge to school officials primarily concerned with the administration and supervision of elementary education and to institutions engaged in the training of teachers for elementary schools. To others the subscription price is \$1.00 per year or 30 cents for single copies. Subscriptions should be sent to the Division of Textbooks and Publications together with postal money order or bank draft made payable to the State Department of Education.

### CORRECTION

On page 234 of *California Schools* for July, 1932, in the article entitled "New State Series Arithmetic Textbooks," the statement under *Grade Six* should read as follows:

Book II, Part I, pp. 173-256 of the present Triangle Arithmetics.

Book II, Part II, all of the material in the present Triangle Arithmetics.



## Division of Elementary Education and Rural Schools

HELEN HEFFERNAN, Chief

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### ELEMENTARY SCHOOL PRINCIPALS' CONFERENCES

During the spring term, the State Department of Education called conferences with elementary school principals and district superintendents in the counties surrounding Chico, Fresno, Sacramento, Oakland, and Redlands.

These conferences have afforded an excellent opportunity for educators to discuss problems common to elementary school administration, and it is believed that a closer coordination between this large group of educators and the state department has resulted.

In order to reach the entire group of elementary school principals and district superintendents in the state, the following conferences will be held in the fall:

Santa Barbara	October	15
Dunsmuir	October	22
Arcata	October	29
Pasadena	November	5
Monterey	November	19

It is hoped that principals and superintendents will plan to attend the meeting to be held in their vicinity. The tentative program for these meetings follows:

#### A Philosophy for Elementary Education

- a. Health as the Basic Objective
- b. Training for Participation in Social Relationships
- c. Complete Realization of Individual Potentialities
- d. Habits of Critical Thinking
- e. Acquisition of the Common Knowledges and Skills
- f. The Awakening of Desire to Seek for Beauty

The Principalship as a Profession  
Urgent Problems in Elementary Education.

# Interpretations of School Law

ALFRED E. LENTZ, Administrative Adviser

## Appellate Court Decisions

### Dismissal of Probationary Teachers

The manner of serving the prescribed notice of dismissal given by School Code section 5.681 is not mandatory and if a teacher receives the notice before the expiration of the time limited by law, it does not matter whether the teacher received it by registered or unregistered mail. No particular form of notice of dismissal of a probationary teacher is required by law and any language which may be reasonably understood to mean that the service of the teacher has been terminated, is sufficient.

(*Volandri vs. Taylor et al.*, 69 C. A. D. 1210, --- Pac. ----.)

## Attorney General's Opinions

### Service of County Superintendents of Schools Toward Retirement

School Code sections 5.890 and 5.990 very clearly indicate the right of a county superintendent of schools to claim credit for his service as such in the matter of his retirement salary, irrespective of whether he held a teacher's certificate while acting as such county superintendent of schools. (A. G. O. 8131, July 8, 1932.)

### Purchase of Supplies

Under School Code sections 6.470-6.478, the county superintendent of schools of a county may authorize the purchasing agent of his county to purchase standard school supplies for all districts within the county required or electing to purchase standard school supplies through the county superintendent of schools, or for such of those districts as the county superintendent of schools might designate. (A. G. O. 8115, June 23, 1932.)

### Assessments Against Districts

An assessment levied by the governing body of a city of the sixth class against property owned by a high school district and lying within an assessment district created under the provisions of the Acquisition and Improvement Act of 1925 (Statutes 1925, p. 849) for the construction of a sewer system, is valid. (A. G. O. 8136, June 28, 1932.)

### **Contracts**

If a contractor supplies material to a school district under a contract with the governing board thereof during one fiscal year for which the district can not pay and the contractor actually retains title thereto, the materials may be purchased by the governing board of the district during the next fiscal year out of the income thereof without violating section 18 of Article XI of the Constitution. (A. G. O. 8053, June 8, 1932.)

### **Junior High School Pupils in High School**

Under School Code sections 3.260 and following, the governing board of a high school district may not use any funds of the high school district for the education of children residing in an elementary school district which has contracted for the education of such children in the junior high schools of the high school district under said school code sections, excepting only such moneys as may be received by the high school district from the elementary school district under said sections. (A. G. O. 8128, June 23, 1932.)

### **Indebtedness**

The governing board of a high school district which during any school year incurs an indebtedness or liability in excess of the income or revenue of the district during that school year can not make up the deficit by budgeting an item in the district budget for the next school year sufficient to meet said excess. (A. G. O. 8133, June 28, 1932.)

### **Discontinuance of Kindergartens**

A kindergarten having once been lawfully established by the governing board of a school district can not thereafter be discontinued unless the average daily attendance therein during a school year falls to ten or less as provided in School Code section 3.140. (A. G. O. 8134, June 28, 1932.)

### **Deficiency of County Elementary School Funds**

There is no authority in law under which the board of supervisors of a county can make up a deficiency caused by its failure to levy a county elementary school tax sufficient to meet the requirements of the elementary schools of the county, by transferring funds from the unappropriated reserve fund of the county created by Political Code section 3714. (A. G. O. 8097, June 4, 1932.)

**Use of Elementary District Building Fund**

The installation of a pressure water supply and water toilets and the construction of a building to house the latter, by an elementary school district are building purposes and the cost thereof may be paid out of the receipts of a district tax levied for building purposes under School Code section 4.375 (1). (A. G. O. 8053, June 8, 1932.)

**Repeal of Section 4.821**

School Code section 4.821 although amended by Chapter 787 of the Statutes of 1931 was repealed by Chapter 1201 of the Statutes of 1931 and the last named chapter will control over the first named chapter. (A. G. O. 8123, June 22, 1932.)

**Dismissal of Permanent Teachers**

Under School Code sections 5.710-5.713 the discontinuance of the class in printing by a school district permits the dismissal of the permanent employee who was the instructor of the class. (A. G. O. 8140, June 30, 1932.)

**Tenure for Part-time and Evening School Teachers**

Under the provisions of School Code sections 5.500-5.503, a teacher doing part time service in the schools of a district, who during a school year serves for at least 75 per cent of the days the schools of the district are maintained may count such year as a complete school year of service.

An evening school teacher who during a school year serves for seventy-five per cent of the number of days the evening schools of the district are maintained is, under School Code section 5.503, to be considered as having served a complete school year. (A. G. O. 8110, June 20, 1932.)

## For Your Information

### **SCHOOLHOUSE BUILT FROM NATIONAL FOREST REVENUES**

A little red schoolhouse at Woodfords, Alpine County, has been replaced by a modern \$10,000 stone structure financed almost entirely by the county's share of receipts from U. S. Forest Service administration, according to a report from the supervisor of the Mono National Forest.

The most interesting feature of this building is the different kinds of ornamental rock which were gathered from three counties in California and two in Nevada. Some of it was carried long distances by pack animals and some, known as copper glance, was packed out on a man's back from an inaccessible part of the Pine Nut Hills. Even the foundations contain rock similar to that used as an exhibit at the Panama Pacific Exposition in 1915. A roof of Spanish Cordova tile and maple floors complete an unusual schoolhouse of the eastern High Sierra region of this state.

### **JUNIOR HIGH SCHOOL READING LIST**

*Leisure Reading*, a new reading list for the use of pupils in the seventh, eighth, and ninth years, has recently been published by the National Council of Teachers of English.

*Leisure Reading* contains more than 1100 titles, each one briefly annotated. The list is based on the natural interests of boys and girls between 11 and 15 years of age. The list represents the expert opinion of teachers of English, librarians, publishers, authors, and booksellers throughout the country all in conjunction with the expressed tastes of pupils of junior high school age.

The book is the second published in the program of the National Council of Teachers of English of compiling guides to reading for young people. *Home Reading*, previously published, was addressed to high school pupils. A third volume designed for the lower grades is in preparation.

The National Council of Teachers of English may be addressed at 211 West 68<sup>th</sup> street, Chicago, Illinois.

# Professional Literature

## REVIEWS

CARLTON, WASHBURNE. *Adjusting the School to the Child*. Yonkers-on-Hudson, New York: World Book Company, 1932. xvi+189 pp.

Many of the practical problems of education are most effectively studied by experimentation in actual classroom situations. The problem of adapting school work to the individual differences of children lends itself particularly to controlled classroom experimentation. The Winnetka schools have achieved a national reputation for such studies, and it is valuable to have a concise statement describing the organization and instructional procedure of a system so widely discussed.

In the preface, Dr. Washburne expresses an educational philosophy worthy of quotation:

We recognize the right of the individual to a happy, satisfying, well-adjusted life both as a child and as an adult. We recognize that both from the standpoint of the welfare of the individual himself and from that of the progress of society, freedom of self-expression and the right of the individual to vary from his fellows are essential. And we recognize that the individual is a part of a large social organism; to function adequately and harmoniously in that organism he needs, on the one hand, certain knowledges and skills in common with his fellows—ability to speak and read and write the same language, ability to use the same system of number, and the possession of enough rudiments of common knowledge to serve as points of reference for later learnings—and, on the other hand, a realization of the integral interdependence existing between him and his fellows.

The book has twelve chapters: basic principles of individualizing school work, individualizing arithmetic, adjusting the arithmetic curriculum to the child, how to adjust reading to each individual child above the second grade, individualizing primary reading, unscrambling English, individualizing spelling, individual work and the social studies, socializing the school, the behavior of the individual child, administering an individualized school, and convincing the community. The methods are clearly presented in each chapter, and although complete integration of subject matter around centers of child interest is not achieved, it is indicated as the goal toward which the schools are striving.

The illustrations are poorly reproduced, and are not especially applicable to the content of the chapters in which they are placed. The absence of bibliographies limits the usefulness of the book as a guide to a more comprehensive study of adapting instruction to individual differences.

The great value of the book is that it will burst the bubble of faith in the "Winnetka system" as an educational panacea. Dr. Washburne entertains no such conviction. His educational philosophy is too forward-looking for him to pin his faith to any mechanistic organization in the hope that pressing problems of adaptation of instruction will be solved thereby. Any technique is tentative and must be constantly subjected to modification if it is to meet the tremendous variety of human needs. Dr. Washburne has courageously taken the reader "behind the scenes" at Winnetka, and his presentation of the Winnetka experiments should stimulate and encourage other educators to describe the practices in use in their schools to meet variations in individual capacities and interests.

HELEN HEFFERNAN

ALMA M. NORTON. *Teaching School Music*. Los Angeles: C. C. Crawford, University of Southern California, 1932. 248 pp.

The author believes that the ability to read music has been submerged in the emphasis on appreciation, which is the passive side of music. The middle ground in emphasis seems most tenable. The point of view that the child's participation

in the musical performance increases his appreciation is in accordance with modern educational philosophy. The child's interest and activities must be the center of the curriculum.

Rich experiences in the feeling of rhythm, in hearing high and low pitch, in sensing tonal relationships, and in pleasurable participation, are indispensable prerequisites to any formal study of notation. "The *thing* before the *sign*" is sound procedure in music as in any learning process. This period of musical experiencing is probably too brief in most of our school music programs for establishing an adequate background.

The cultural position of a country is determined by its progress in the arts. The creative ability of individual artists decides national culture. The emphasis on creative work in music education aims to discover unique qualities of genius. In the esthetic and emotional development of every child, stimulation of the creative impulse leads to self-expression and the realization of individual potentialities.

The doctrine of individual differences is sometimes forgotten in a too standardized program of music. Music of some type is probably desirable for every child but this does not mean that every child must read music. The author has indicated practical means of adjusting music instruction to the varying needs of children.

The wide scope of the book is indicated by such chapter headings as: introducing notation, adjusting procedures to individual differences, handling part work, teaching music reading without syllables, testing results of teaching, teaching music in rural schools, teaching music through the activity program, and preparing to teach school music.

To the specialist in the field of music education, and to the classroom teacher, the book is of definite professional value. But the general educator should also read it in this time of eliminating subjects from the school curriculum in the interests of economy. It should prove to be a restorative of faith weakened by hearing the superficial inclusion of music among the "fads and frills" of education so popularly denounced.

The place of music in the curriculum is fundamental. There is no surer way to the esthetic and emotional growth of human beings than through the development of a love for good music. An intimate knowledge of this art in all its varied expression of classic and modern, instrumental and vocal music, will serve to companion its possessor through all the days of his life. Walter Damrosch recently said of music education for children: "It will ennoble their lives, soften their days of adversity, and help to prepare them for life everlasting."

The values of music are neither superficial nor ephemeral, but involve profound spiritual elements to acquaint us with the world beyond the commonplace.

HELEN HEFFERNAN

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- STEARNS, MYRON MORRIS. *What Kind of College is Best? A Guide for Boys and Their Parents*. New York: The John Day Co., 1932.

- TANNAHILL, SALLIE BELLE. *Fine Arts for Public School Administrators*. New York: Bureau of Publications, Teachers College, Columbia University, 1932.
- WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. *Parent Education Types, Content, Method*. Section III. Education and Training. New York: The Century Co., 1932.
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### MAGAZINE ARTICLES

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- ROBERTS, ROY W. "A Further Study in Individual Instruction." *Journal of Educational Research*, pp. 261-266, Vol. XXV, April-May, 1932, Nos. 4-5.



# CALIFORNIA SCHOOLS

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SUPPLEMENT

## List of Available Publications of the State Department of Education



CALIFORNIA STATE PRINTING OFFICE  
HARRY HAMMOND, STATE PRINTER  
SACRAMENTO, 1932

# List of Available Publications of the California State Department of Education

## DEPARTMENT PERIODICALS

	Date of Publication	No. of Pages	Price
<b>California Schools</b>			
Vol. I, Nos. 1-12	1930	328	free
Vol. II, Nos. 1-12	1931	551	free
Vol. III, Nos. 1-8	1932	106	free

## Department of Education Bulletin

No. 1, January 1, 1932, Statistics of California Junior Colleges for the School year Ending June 30, 1931

No. 2, January 15, 1932, The Regulation of Pupil Transportation

No. 3, Part I, February 1, 1932, Directory of California Secondary Schools

No. 3, Part II, February 1, 1932, A Drill Book in English Structure for Classes for Foreigners. Price 10 cents

No. 4, Part I, February 15, 1932, Synopsis of Major School Provisions Relating to Public School Finance

No. 4, Part II, February 15, 1932, Suggestions for Public Schools Week April 25 to 30, 1932

No. 4, Part III, February 15, 1932, Legal Provisions and State Board of Education Regulations Governing Retirement of Teachers

No. 5, March 1, 1932, Statistics of California City School Districts, 1928-1929 and 1929-1930

No. 6, March 15, 1932, Continuation Education in California, 1930-1931

No. 7, April 1, 1932, The Washington Bicentennial, an Opportunity in Character Education

No. 8, April 15, 1932, A Guide for Teachers of Beginning Non-English Speaking Children. Price 25 cents

No. 9, May 1, 1932, Little Journeys in California. Lessons in English for Intermediate Classes of Adults. Price 15 cents

No. 10, May 15, 1932, List of High School Textbooks Supplement to List of July, 1931, in Bulletin No. M-3 of the California State Department of Education

No. 11, June 1, 1932, Adequacy of Salaries Paid to Oakland School Teachers. Price 10 cents

No. 12, June 15, 1932, Proceedings of Secondary School Principals' Convention

No. 13, Part I, July 1, 1932, Suggested Course of Study in Science for Elementary Schools. Price 25 cents; quantity of ten or more, 20 cents per copy.

No. 13, Part II, July 1, 1932, Suggested Course of Study in Reading and Literature for Elementary Schools. Price 25 cents; quantity of ten or more, 20 cents per copy.

No. 13, Part III, July 1, 1932, Suggested Course of Study in Social Studies for Elementary Schools. Price 25 cents; quantity of ten or more, 20 cents per copy.

No. 14, July 15, 1932, Vocational Rehabilitation for Disabled Persons in California.

Bulletin number	Title of publication	Date of publication	No. of pages	Price
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**A. DIVISION OF ADULT AND CONTINUATION EDUCATION****New Series**

A-1	Supplementary Set of Lessons for Beginning Classes-----	1930	24	\$0.10
A-2	Supplementary Set of Lessons for High Beginning and Low Intermediate Foreign Classes-----	1930	39	.10
A-3	Short Stories for High Beginning and Low Intermediate Foreign Students-----	1931	39	.10
A-4	Good Manners in America. Lessons for High Beginning and Low Intermediate Classes of Foreign Students-----	1931	24	.10
A-5	Suggested Procedures for Classes in Child Study and Parent Education-----	1931	19	.10

**Former Series**

5-D	Book I: Lessons in Oral English for Classes of Beginners—Women (reprint)-----	1930	45	.10
5-D	Book II: Oral English for Foreign Women-----	1927	31	.10
5-H	A Drill Book in English Structure for Foreigners in Evening School (reprint)-----	1930	44	.10
5-J	Letter Writing and Written Composition for High Intermediate and Advanced Foreign Students (reprint)-----	1929	32	.10
5-K	Some American Customs, Business Ways and Business Men for Intermediate and Advanced Classes of Foreign Students (reprint)-----	1929	31	.10
5-M	A Supplementary Reader for Women's Classes, Buying and Budgets and A Holiday Series-----	1930	29	.10
5-N	Home Lessons (Health and First Aid) for Women's Classes. A Supplementary Reader for Women's Classes (reprint)-----	1930	24	.10
5-O	Short Plays for Foreign Students in Evening Schools-----	1929	34	.10
5-P	Suggestions for an Evening School Newspaper for Foreign Students and Teachers of Foreign Students-----	1929	25	.10
5-X	Migratory Schools—Helps-----	---	---	.10

**B. DIVISION OF ELEMENTARY EDUCATION AND RURAL SCHOOLS****New Series**

B-1	A Suggestive Course of Study in Industrial Art for Rural Schools-----	1930	62	.05
B-2	A Tentative Course of Study in Music for Rural Schools-----	1928	64	.10

**Former Series**

2-D	Suggestive State Course of Study for the Kindergarten-Primary grades. (Free to teachers in California public schools.)-----	1922	156	.50
2-E	Suggestive Course of Study in Music for Elementary Schools-----	1925	8	free
---	Suggestions for Public Schools Week-----	1931	18	free

**C. DIVISION OF SECONDARY EDUCATION****New Series**

C-2	Federal and State Aided Instruction in Home Making for Girls and Women (reprint-revised)-----	1930	28	free
C-7	Reading List for Junior High Schools (reprint)---	1928	35	free
C-8	The California Plan of Vocational Education—Teacher-Training Course in Home Making for Experienced Home Makers-----	1929	7	free
C-9	Guide for Counseling in the Secondary Schools---	1931	61	\$0.10

Bulletin number	Title of publication	Date of publication	No. of pages	Price
C-10	Selected Bibliography for Home-Making Instruction of Secondary Grade.....	1931	15	free
----	Secondary School Principals Leaflet No. 1. Some Philosophical Considerations Basic to Curriculum Making.....	1932	18	free
----	Secondary School Principals Leaflet No. 2. Formulating a Plan for Making High School Curricula.....	1932	26	free
----	Secondary School Principals Leaflet No. 3. State Responsibilities in Financing Secondary Education.....	1932	15	free

#### Former Series

29	Suggested Outline for a Four-Year Course in English for California Secondary Schools.....	1926	28	free
----	A New Opportunity for the Disabled (reprint-revised).....	1930	4	free
----	Answers to Some Pertinent Questions Regarding the Vocational Agricultural Program.....	1927	3	free
8-A	Books for the Junior High School Libraries.....	1922	133	free

### D. DIVISION OF SPECIAL EDUCATION

#### New Series

D-1	Analysis of State Laws Governing the Education of Physically Handicapped Children (reprint-revised).....	1929	8	free
D-2	Report of an Experiment in Nutrition at the California School for the Blind (reprint).....	1929	35	free

### E. DIVISION OF HEALTH AND PHYSICAL EDUCATION

#### New Series

E-1	A Curriculum for the Professional Preparation of Physical Education Teachers for Secondary Schools.....	1930	109	\$0.25
E-2	A Score Card for Evaluating Physical Education Programs for High School Boys. (Free to high schools in California).....	1931	46	.25
E-3	A Score Card for Evaluating Physical Education Programs for High School Girls. (Free to high schools in California).....	1931	47	.25

#### Former Series

32	Special Physical Training Activities for Secondary Schools.....	1927	12	free
----	Manual of Physical Education Activities for Elementary Schools. (Free to elementary schools in California).....	1929	386	1.25
----	School Vision Charts (reprint).....	1930	--	free
----	Health and Development Report Cards for Elementary Schools (reprint).....	1928	--	free
----	Report of Division of Health and Physical Education, 1930.....	1931	12	free

### F. STATE BOARD OF EDUCATION

#### Former Series

----	Report of the California Public School Teachers Retirement Salary Commission (reprint).....	1929	64	free
----	List of Teachers Exempt from Salary Deductions. Edition of 1928 and Supplement (reprint-revised).....	1928	73	free



Price	Bulletin number	Title of publication	Date of publication	No. of pages	Price
free	----	List of Teachers Confidential Personal Reports filed in 1919-----	1925	306	free
free	----	List of Teachers Confidential Personal Reports filed in 1925-1926-----	1926	335	free
free	----	List of Teachers Confidential Personal Reports filed in 1926-1927-----	1927	67	free
free	----	List of Teachers Confidential Personal Reports filed in 1927-1928-----	1928	62	free
free	----	List of Teachers Confidential Personal Reports filed in 1928-1929-----	1929	57	free
free	----	List of Teachers Confidential Personal Reports filed in 1929-1930-----	1930	67	free
free	----	List of Teachers Confidential Personal Reports filed in 1930-1931-----	1931	57	free
free	----	First Biennial Report of State Board of Education, 1913-1914-----	1915	236	free
free	----	Third Biennial Report of State Board of Education, 1916-1918-----	1918	379	free
free	----	Fourth Biennial Report of State Board of Education, 1918-1920-----	1921	203	free
free	----	Sixth Biennial Report of State Board of Education, 1922-1924-----	1925	207	free

## G. THE DIRECTOR OF EDUCATION

## General

free	----	Biennial Report, California State Department of Education, 1930-----	1930	231	free
free	----	Part I-----	1932	522	free
free	----	Part II-----			
free	----	Biennial Report, California State Department of Education, 1928-----	1929	352	free
free	----	Part I—General Report-----	1929	516	free
free	----	Part II—Statistical Report-----			
free	----	Report of the Special Legislative Committee on Education (Jones Report)-----	1920	96	free
25	----	School Code of California (Free to county and city superintendents in California)-----	1931	528	\$0.50
25	----	Analysis of Public School Finance in California. (Reprinted from <i>California Schools</i> , March, 1930)-----	1930	9	free
25	----	First Things First in Education. (Reprinted from <i>California Schools</i> , February, 1932)-----	1932	24	free
25	----	Comparison of County and State School Funds, and Sources of School District Receipts. (Reprinted from <i>California Schools</i> , March, 1932.)-----	1932	11	free
free	----	Proposed Constitutional Amendment Relating to School Support. (Preprint, <i>California Schools</i> , May, 1932.)-----	1932	15	free
free	----	List of Available Publications of the California State Department of Education. (Supplement to <i>California Schools</i> , August, 1932, and revised)-----	1932	7	free
5	----	Directory of California Superintendents of Schools, October, 1931. (Supplement to <i>California Schools</i> )-----	1931	16	free
5	----	Legal Calendar for Public School Officials. (Supplement to <i>California Schools</i> )-----	1931	25	free
5	----	Teachers' Guide to Child Development (Free to kindergarten-primary teachers and supervisors in California)-----	1930	658	1.00

## New Series

G-1	The California Public School System-----	1931	29	free
G-3	The Junior College in California-----	1928	48	free
G-5	The Application of the Conference Method to Curriculum Making-----	1930	35	free

Bulletin number	Title of publication	Date of publication	No. of pages	Price
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**Former Series**

-----	The Story of Jedediah Smith, Who Blazed the Overland Trail to California (reprint)-----	1930	8	free
6	A Forest Fire Prevention Manual for the School Children of California-----	1922	31	free

**H. DIVISION OF TEACHER TRAINING AND CERTIFICATION****New Series**

H-1	California State Teachers Colleges (revised)-----	1930	14	free
H-2	Regulations Governing the Granting of State Teachers' Credentials and County Certificates in California (reprint)-----	1930	73	free
H-2	Supplement to Bulletin No. H-2 Regulations Governing the Granting of Special State Teachers' Credentials in California-----	1930	12	free

**Former Series—None****J. DIVISION OF RESEARCH AND STATISTICS****New Series**

-----	Bulletin of Explanation of Charts-----	1930	13	free
-----	Chart 1 Educational Statistics of Elementary Schools (22 inches by 29 inches)-----	1930	--	\$0.35
-----	Chart 2 Financial Statistics of Elementary Schools (22 inches by 29 inches)-----	1930	--	.35
-----	Chart 3 Educational Statistics of High Schools (22 inches by 45 inches)-----	1930	--	.35
-----	Chart 4 Financial Statistics of High Schools (22 inches by 29 inches)-----	1930	--	.35
J-3	California Junior College Mental-Educational Survey-----	1930	60	free
J-4	Statistics of California Junior Colleges-----	1930	35	free

**Former Series**

R-1	Analysis of Current Expenditures for Secondary Schools, 1925-26-----	1927	23	free
-----	Some Statistics of Junior High Schools in California-----	1926	9	free

**K. DIVISION OF SCHOOLHOUSE PLANNING****New Series**

K-1	Standards for Sanitary Fixtures in Public Schools	1930	19	\$0.15
K-2	Standards for Public School Sites-----	1930	15	.15
K-3	The Type, Design, Installation, and Care of Blackboards-----	1930	10	.15

**Former Series**

20	The Landscape Improvement of Rural School Grounds-----	1917	52	free
-----	School Grounds, their Design and Development--	1922	36	free

**L. DIVISION OF LIBRARIES**

(Available on application to the California State Library)

**General**

-----	Biennial Report of the California State Library (reprint)-----	1929	19	free
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Bulletin number	Title of publication	Date of publication	No. of pages	Price
<b>New Series—None</b>				
<b>Former Series</b>				
----	California County Free Libraries: Your County Your Responsibility -----	1926	21	free
----	California County Free Library Law-----	1932	30	free
----	Circular of Information for Applicants for Certifi- cates of Qualification to Hold the Office of County Librarian in California-----	1928	13	free
----	Handbook of Information for the Use of Members of the California Legislature-----	1931	64	free
----	Library Laws of California (reprint-revised)-----	1931	202	free
----	News Notes of California Libraries. Quarterly (Free distribution to all libraries in California, and to the larger libraries in the United States, and to certain foreign libraries)-----	----	--	free
----	Books for the Blind Section. News Notes. Quarterly (reprinted from News Notes of Cali- fornia Libraries)-----	----	--	free

**M. DIVISION OF TEXTBOOKS AND PUBLICATIONS****New Series**

M-3	List of High School Textbooks (reprint-revised)	1931	68	free
M-4	Information Regarding the Listing and Adoption of High School Textbooks in California-----	1929	8	free

**Former Series—None****CALIFORNIA STATE HISTORICAL ASSOCIATION**

----	California History Nugget. Monthly, October to May. To nonmembers per year-----	----	--	\$1.50
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